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ABSTRACT

The Texas Educational Assessment of Minimum Skills (TEAMS) test was administered to pupils in grade 1 for the first time, at state level, in April 1986. Students with certain disabilities and those with limited English proficiency were exempted from this testing cycle. This 84-item test measured 21 objectives: 8 for mathematics, 9 for reading, and 4 for writing. To compare the performance of Texas first grade students with that of students in other parts of the country, a pilot study was conducted in April 1986. The Metropolitan Achievement Test, 6th edition, was administered to a representative sample of Texas first grade students. At the state level, the national predicted percentile ranks were 70, 62, and 66 for mathematics, reading, and writing, respectively. Data from the grade 1 TEAMS test showed that 83 percent had mastered the total mathematics test; high scores were obtained in two of the four writing objective areas; and the reading mastery levels were lower than those for mathematics and writing. When students were grouped according to demographic and program variables, the students who were classified as educationally disadvantaged showed lower levels of mastery than students who were not in this category. While 35 percent of all first graders need remediation in at least one subject area, only 8 percent need remediation in all three areas. A two-page summary report of TEAMS test results and group characteristics for grade 1 is attached. (JAZ)

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TEXAS EDUCATIONAL ASSESSMENT OF MINIMUM SKILLS

Preliminary Report

Statewide Results

Grade 1

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Texas Education Agency

Division of Student Assessment

July 1986

TM 870 040

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TEXAS EDUCATIONAL ASSESSMENT OF MINIMUM SKILLS

GRADE 1

Introduction

The Texas Educational Assessment of Minimum Skills (TEAMS) test was administered to pupils in Grade 1 during the period from April 1 through April 11, 1986. This was the first statewide assessment of first grade students. Section 21.555 of the Texas Education Code and State Board of Education Rules (Section 101.3 of the Texas Administrative Code) provided for the exemption from TEAMS testing of students with certain physical or mental impairments or learning disabilities. In addition to the students exempted from first grade testing in accordance with the referenced statute and rules, first grade students who had been identified by the school districts as limited English proficient (LEP) were also exempted from the April, 1986 first grade testing cycle, in accordance with Opinion No. JM 458, issued by the Attorney General of Texas, on March 26, 1986.

Test Construction and Mastery Criteria

Like the TEAMS tests of other grade levels, the first grade test is criterion-referenced. However, due to the developmental level of first graders, this test requires substantially more administrator involvement during testing. For example, in order to provide first grade students with adequate practice, the first grade test has a number of sample items. A sample test item precedes each set of four test items that is used to test each objective. The teacher leads students through each sample item and checks to be sure that the correct answer to the sample has been selected by each student. The students are then asked to answer the items testing that particular objective.

In the mathematics section of the test, four of the 32 items are word problems. These are read aloud in their entirety by the teacher. The remaining 28 mathematics items contain no written instructions in the test booklet. The teacher reads aloud the instructions for each item from the test administrator manual. For items on the reading and writing sections of the test, students are somewhat more on their own. However, the teachers guide students through some items by providing vowel sounds and word ending sounds.

The TEAMS test for first grade measures 21 objectives: eight for mathematics, nine for reading, and four for writing. Eighty-four items are used, four for each objective. There are three possible responses for each test item rather than four as is the case for other grades. Twelve test items, measuring one writing objective and two mathematics objectives, require pupils to spell words or do mathematics problems, and write their answers directly into the test booklet rather than select from answers provided in the regular multiple choice format. The students' responses to these particular test items are hand scored by contractor personnel and entered in machine scorable format in each test booklet.

Passing standards for the objectives and for the mathematics, reading, and writing sections of the test were set by the State Board of Education. Mastery of each objective is attained by correctly answering three of the four test items presented. Mastery requirements for the mathematics, reading, and writing sections of the test are as indicated below:

Items Tested and Number Required Correct by Subject Area

MATHEMATICS		READING		WRITING	
Items Tested	Required for Mastery	Items Tested	Required for Mastery	Items Tested	Required for Mastery
32	26	36	24	16	10

Numbers of Students Tested/Not Tested

As stated previously, Grade 1 students identified as limited English proficient were specifically exempted from TEAMS testing as a result of an opinion issued by the Texas Attorney General. Information about limited English proficient students was collected at the time of testing. Specific data included the numbers of LEP students enrolled, demographic information, and participation in special school programs. As shown in the following table, almost 36,000 first grade students were identified as limited English proficient.

Number of answer documents submitted	268,948
Number of LEP students identified (not tested)	- 35,943
Total number of students tested	233,005

Predicted National Percentile Ranks

A pilot study for comparing the performance of Texas first grade students with that of students in other parts of the nation was conducted in April, 1986. As a part of the study, a national norm referenced test, the Metropolitan Achievement Test, 6th Edition, was selected and administered to a representative sample of Texas first grade students. The performance on the achievement test of students in the sample was compared with their performance on the three sections of the TEAMS first grade test. Equating tables were constructed to establish predicted national percentiles for the average scores of students in various reporting groups. At the state level, the national predicted percentile ranks were 70, 62, and 66 for mathematics, reading, and writing, respectively.

Results

Pages 7 and 8 are summary reports showing the performance of all students tested and demographic and special program information for English proficient students.

Summary of Student Performance

Number of students tested	233,005 (100%)
Number mastering all tests taken	148,384 (65%)
Number needing remediation	81,442 (35%)

Objective Mastery

In the area of mathematics, 83 percent of the first grade students demonstrated mastery of the objectives.

For reading, four of the nine objectives tested were mastered by fewer than 70 percent of the students tested:

- Identify the sequence of events 69%
- Predict probable future outcomes 62%
- Use context to understand the meaning of words 62%
- Identify the main idea 60%

Two of the four writing objectives were mastered by fewer than 70 percent of the first grade students:

- Demonstrate knowledge of standard punctuation 65%
- Recognize subject-verb agreement in a sentence 54%

Additional performance information for Texas first grade students in various subpopulation groups is indicated in the following table:

STUDENTS TESTED IN GRADE 1

	Number of Students	Percent of Students Mastering Each Section of the Test		
		Mathematics	Reading	Writing
All Students	233,005	83	73	80
Ethnicity				
Black	40,007	71	61	70
Hispanic	53,137	80	66	75
White	136,050	87	79	85
Sex*				
Male	123,000	82	69	77
Female	110,000	84	77	84
Low Income**	78,546	75	60	70
Not Low Income	154,459	87	80	85
Educationally Disadvantaged***	29,592	62	44	59
Not Educationally Disadvantaged	203,413	86	77	83

* Numbers of students shown are approximate
** Participates in National School Lunch program
*** Receives instruction in a Chapter I Regular program

Conclusions

Data from the first administration of the Grade 1 TEAMS test show that 83 percent of the students have mastered the total mathematics test. Two objectives, measurement/time and sequencing of numbers produced especially large percentages of

students who demonstrated mastery (96 percent and 94 percent, respectively). This is a positive start for the first year of the statewide assessment.

In the area of writing there were four objectives. Relatively high levels of mastery occurred in two of these areas, capitalization and spelling. However, students' scores were substantially lower for the areas of punctuation and subject-verb agreement.

First grade reading mastery levels were generally lower than those for mathematics and writing. In light of these scores and concerns about the attention span of first grade students, a recommendation has been made to divide the 1986-1987 reading subtest into at least two separate administration sections. While specific objectives for compound words and sight recognition had relatively high levels of mastery, there were three objectives that had mastery levels in the low sixty percent range. Predicting outcomes, using context clues, and determining the main idea had mastery levels of 62, 62, and 60, respectively. Each of these areas is based on comprehension skills that are usually among the more difficult for students. Results from TEAMS tests in Grades 3, 5, and 7 show that student performance in the area of using context clues does improve with each year's testing. However, student performance in finding the main idea remains generally low through all grade levels tested.

When students are grouped according to demographic and program variables, the students who were classified as educationally disadvantaged (participating in Chapter I Regular program) demonstrated much lower levels of mastery than students who were not in this category. The differences for the two groups were substantial (24 percentage points in mathematics, 33 percentage points in reading, and 24 percentage points in writing). Since this is the same pattern that is exhibited at the higher grade levels, it is urgent that these students are provided with adequate help as they begin their early years of school. In the examination of data contained in this report, the following points should be considered:

(1) Almost 36,000 limited English proficient students did not take the English language TEAMS test and their mastery or non-mastery of the objectives tested is unknown.

(2) Almost 21,000 first graders reported by the districts as being enrolled did not test because of exemption, absence, or other reasons.

(3) Differences in the performance of students in the three major ethnic groups are evident. However, these differences are not as great as those for students who

are classified as educationally disadvantaged (participating in Chapter I Regular program) when compared with students who are not in this classification.

(4) While approximately 35 percent of the students need remediation in at least one subject area, only 8 percent of the students need remediation in all three areas. Thus, 65 percent of first grade students attained mastery of the TEAMS objectives in mathematics, reading, and writing. This percentage is higher than the mastery levels of students in any other grade tested on the TEAMS instruments.

TEXAS EDUCATIONAL ASSESSMENT OF MINIMUM SKILLS

SUMMARY REPORT

REPORT DATE: JUNE 1986

ALL STUDENTS

DATE OF TESTING: APRIL 1986

STATEWIDE

GRADE: 01

BASIC SKILLS AREAS	OBJECTIVES	MASTERING NUMBER	MASTERING PERCENT	NOT MASTERING NUMBER
MATHEMATICS	1.SEQUENCING OF NUMBERS	215440	94	13476
	2.PLACE VALUE	189795	83	39121
	3.NUMBER COMPARISON	206642	90	22274
	4.ADDITION	206255	90	22661
	5.SUBTRACTION	197762	86	31154
	6.WORD PROBLEMS (+,-)	202272	88	26644
	7.MEASUREMENT, TIME	218817	96	10099
	8.GEOMETRIC SHAPES	196280	86	32636
	STUDENTS TESTED: 228916 TOTAL MATHEMATICS:	190372	83	38544
	MATHEMATICS SCALED SCORE: 819			
	PREDICTED NATIONAL MATHEMATICS PERCENTILE RANK: 70			
READING	1.MAIN IDEA	136526	60	90732
	2.SIGHT RECOGNITION	196241	86	31017
	3.COMPOUND WORDS	210382	93	16876
	4.CONTEXT CLUES	141934	62	85324
	5.WORD STRUCTURE	180427	79	46831
	6.PHONICS	175755	77	51503
	7.SPECIFIC DETAILS	175763	77	51495
	8.SEQUENCING EVENTS	156685	69	70573
	9.PREDICTING OUTCOMES	139844	62	87414
	STUDENTS TESTED: 227258 TOTAL READING:	165613	73	61645
	READING SCALED SCORE: 774			
	PREDICTED NATIONAL READING COMP. (READING) PERCENTILE RANK: 62			
WRITING	1.CAPITALIZATION	183918	81	42933
	2.PUNCTUATION	146794	65	80057
	3.SPELLING	202801	89	24050
	4.SUBJECT-VERB AGREEMENT	123167	54	103684
	STUDENTS TESTED: 226851 TOTAL WRITING:	181572	80	45279
	WRITING SCALED SCORE: 798			
	PREDICTED NATIONAL LANGUAGE (WRITING) PERCENTILE RANK: 66			

GROUP CHARACTERISTICS		
TOTAL ENROLLMENT	289748	
The following data are based on the number of ANSWER DOCUMENTS SUBMITTED.	NUMBER 268948	PERCENT 100
ETHNIC COMPOSITION		
American Indian or Alaskan Native	525	0
Asian or Pacific Islander	4827	2
Black	40171	15
Hispanic	83975	31
White	139450	52
FREE/REDUCED PRICE MEAL PROGRAM	106350	40
CHAPTER I REGULAR PROGRAM	43449	16
CHAPTER I MIGRANT PROGRAMS		
Remedial Mathematics Program	1863	1
Remedial Reading Program	3473	1
Remedial Writing Program	1034	0
Eligible but does not participate	2505	1
Neither eligible nor participating	262505	98
LIMITED ENGLISH PROFICIENCY	35943	13
BILINGUAL / ESL PROGRAMS		
Bilingual Program	23877	9
English as a Second Language Program	7284	3
SPECIAL EDUCATION		
Learning Disability	5969	2
Emotionally Disturbed	402	0
Speech Handicapped	12327	5
Visually Handicapped	134	0
Other handicapping condition	583	0
Non special education students	251249	93
GIFTED/TALENTED PROGRAM	1846	1
PASS/FAIL SUMMARY		
Passed all tests taken	148384	65
Failed one test only	36828	16
Failed two tests only	25202	11
Failed all three tests	19412	8

TEXAS EDUCATIONAL ASSESSMENT OF MINIMUM SKILLS

SUMMARY REPORT

REPORT DATE: JUNE 1986

NON LIMITED ENGLISH PROFICIENT STUDENTS

DATE OF TESTING: APRIL 1986

STATEWIDE

GRADE: 01

BASIC SKILLS AREAS	OBJECTIVES	MASTERING NUMBER	MASTERING PERCENT	NOT MASTERING NUMBER
MATHEMATICS	1.SEQUENCING OF NUMBERS	215440	94	13476
	2.PLACE VALUE	189795	83	39121
	3.NUMBER COMPARISON	206642	90	22274
	4.ADDITION	206255	90	22661
	5.SUBTRACTION	197762	86	31154
	6.WORD PROBLEMS (+,-)	202272	88	26644
	7.MEASUREMENT, TIME	218817	96	10099
	8.GEOMETRIC SHAPES	196280	86	32636
	STUDENTS TESTED: 228916 TOTAL MATHEMATICS:	190372	83	38544
	MATHEMATICS SCALED SCORE: 819			
	PREDICTED NATIONAL MATHEMATICS PERCENTILE RANK: 70			
READING	1.MAIN IDEA	136526	60	90732
	2.SIGHT RECOGNITION	196241	86	31017
	3.COMPOUND WORDS	210382	93	16876
	4.CONTEXT CLUES	141934	62	85324
	5.WORD STRUCTURE	180427	79	46831
	6.PHONICS	175755	77	51503
	7.SPECIFIC DETAILS	175763	77	51495
	8.SEQUENCING EVENTS	156685	69	70573
	9.PREDICTING OUTCOMES	139844	62	87414
	STUDENTS TESTED: 227258 TOTAL READING:	165613	73	61645
	READING SCALED SCORE: 774			
	PREDICTED NATIONAL READING COMP. (READING) PERCENTILE RANK: 62			
WRITING	1.CAPITALIZATION	183918	81	42933
	2.PUNCTUATION	146794	65	80057
	3.SPELLING	202801	89	24050
	4.SUBJECT-VERB AGREEMENT	123167	54	103684
	STUDENTS TESTED: 226851 TOTAL WRITING:	181572	80	45279
	WRITING SCALED SCORE: 798			
	PREDICTED NATIONAL LANGUAGE (WRITING) PERCENTILE RANK: 66			

GROUP CHARACTERISTICS	NUMBER	PERCENT
TOTAL ENROLLMENT		
The following data are based on the number of ANSWER DOCUMENTS SUBMITTED.	233005	100
ETHNIC COMPOSITION		
American Indian or Alaskan Native	489	0
Asian or Pacific Islander	3322	1
Black	40007	17
Hispanic	53137	23
White	136050	58
FREE/REDUCED PRICE MEAL PROGRAM	78546	34
CHAPTER I REGULAR PROGRAM	29592	13
CHAPTER I MIGRANT PROGRAMS		
Remedial Mathematics Program	742	0
Remedial Reading Program	1578	1
Remedial Writing Program	338	0
Eligible but does not participate	1096	0
Neither eligible nor participating	230105	99
LIMITED ENGLISH PROFICIENCY	0	0
BILINGUAL / ESL PROGRAMS		
Bilingual Program	1552	1
English as a Second Language Program	1203	1
SPECIAL EDUCATION		
Learning Disability	5159	2
Emotionally Disturbed	359	0
Speech Handicapped	11132	5
Visually Handicapped	122	0
Other handicapping condition	464	0
Non special education students	217191	93
GIFTED/TALENTED PROGRAM	1801	1
PASS/FAIL SUMMARY		
Passed all tests taken	148384	65
Failed one test only	36828	16
Failed two tests only	25202	11
Failed all three tests	19412	8